

# SOCIAL WORK EDUCATION

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SPECIAL ISSUE ON THE ADVANCED CURRICULUM

August, 1954

## THE COUNCIL INITIATES A FIVE-YEAR CONSULTATION PROJECT

**NIMH FINANCES** The National Institute of Mental Health has announced the award of a **SPECIAL PROJECT** training grant to the Council on Social Work Education to initiate a systematic and continuing consultation service to all schools of social work in the United States. The project calls for a five-year plan of consultation which will include both an initial and a follow-up visit within the project period.

**OBJECTIVES OF PROJECT** All the professional schools are to a greater or lesser degree currently engaged in the examination and clarification of their educational goals and appraisal and revision of their educational programs in the light of the 1952 curriculum policy statement and the findings of the Hollis-Taylor study. Consultation at this particular stage in the development of professional education is expected to be of invaluable assistance to the schools in terms of facilitating their own efforts to design a curriculum which adequately reflects new conceptions and new trends and policies in education for social work.

**METHOD OF OPERATION** The project will provide for a consultation visit of approximately one week in duration to each of the schools of social work in the United States, Hawaii and Puerto Rico. Although Canadian schools cannot be included within the terms of the project, it is hoped that individual arrangements can be made with the schools in Canada to enable them to make use of the consultation service. The initial visit to each school will be made within the first two and a half years of the project. Follow-up visits of shorter duration will be made to the same schools in the second two and a half years of the project. To make the most economical use of travel time and funds, each field trip will cover two or more schools in the same geographical area.

**PLAN FOR 1954-1955** In the current academic year, the consultation service will be extended to schools in the southwest, the mountain areas, the far west, Hawaii, and Puerto Rico since these schools, for geographical and financial reasons, have received less service from the Council (and previously from the AASSW) than any other group of schools. It is hoped that certain Canadian schools may also be included in the plans for 1954-1955.

**CONSULTATION STAFF** Primary responsibility for initiating and providing the consultation service will rest with Dr. Katherine A. Kendall, consultant on educational services. Miss Mildred Sikkema who has joined the staff as consultant on educational standards will also give a definite amount of time to this program.

**FINANCIAL ARRANGEMENTS** The grant covers all travel and maintenance costs and provides for the personnel necessary to carry out the project. The Council takes this opportunity to acknowledge publicly its gratitude to the National Institute of Mental Health for this welcome and far-sighted expression of its support of social work education. The National Institute of Mental Health has also continued its support of one special activity in the area of advanced education for social work through a time-limited grant for the Committee on Field Work in the Advanced Curriculum. The impact of the special financing of advanced curriculum projects by the National Institute of Mental Health is suggested in the account of the

development of advanced education which follows.

#### THE ADVANCED CURRICULUM IN SOCIAL WORK

**NEW EDUCATIONAL DEVELOPMENT** A notable development of recent years is the extension of social work education beyond the master's degree program to meet the profession's pressing need for scholars and educators, research workers and administrators, and other personnel qualified to provide leadership (social work statesmen) for the professional practice of tomorrow. This development has to a considerable extent been stimulated by the interest of the National Institute of Mental Health in recruiting personnel for administrative, supervisory and other leadership positions in the mental health programs of the nation. Training grants have been made available to schools and to individual students for the encouragement of advanced study and to the Council on Social Work Education for Committee activity and consultation service designed to promote high standards of third year and doctoral education.

**ADVANCED CURRICULUM COMMITTEES** National Institute of Mental Health grants, made in the first instance to the American Association of Schools of Social Work and now to the Council on Social Work Education, have enabled the Council to provide consultation to all schools with advanced programs, to continue a Committee on the Advanced Curriculum in Social Work and to establish a Committee on Field Work in the Advanced Curriculum. Special support for the Advanced Curriculum Committee terminated with the end of the last fiscal year (June 30, 1954), but a continuing grant has been received to enable the Committee on Field Work in the Advanced Curriculum to complete work in progress. Both of these Committees operate within the framework of the Division of Graduate Schools of the Commission on Schools and Departments and have the following purposes: (1) to promote interchange of ideas and experience; (2) to clarify the objectives and nature of advanced programs; (3) to formulate guiding principles for the establishment and maintenance of third year and doctoral education of high quality; and (4) to sponsor the production of published materials on the advanced curriculum.

**THE MONOGRAPH SERIES** Two volumes in the monograph series Social Work Education in the post-Master's Program have now been issued as a result of the work of the Advanced Curriculum Committee and it is anticipated that a third volume will be issued upon conclusion of an intensive examination of the role and nature of advanced field work now being conducted by the Committee on Field Work in the Advanced Curriculum.

**SCHOOLS WITH ADVANCED PROGRAMS** For many years, advanced education in social work was available in the doctoral program of two or three schools only. In 1954, twelve schools in the United States and one school in Canada are offering advanced programs leading to a third-year certificate or doctoral degree or both.

**DOCTORAL PROGRAMS AND DEGREES** The schools offering doctoral programs in the academic year 1954-55 are: Bryn Mawr, Catholic University, Chicago, George Warren Brown School of Washington University, Minnesota, New York School of Columbia University, Ohio State, Pennsylvania, Pittsburgh, Southern California, Toronto and Western Reserve. Eight of these schools have chosen the professional degree, Doctor of Social Work or Doctor of Social Welfare, as the appropriate qualification for completion of doctoral study. The remaining four schools, by choice or because of university regulations or both, confer the degree of Doctor of Philosophy. (Bryn Mawr, Chicago, Minnesota, Ohio State).

**THIRD-YEAR PROGRAMS AND CERTIFICATES** Chicago, Minnesota, New York, Pennsylvania, Pittsburgh and Western Reserve offer third year training within the context of their advanced programs. Smith College offers a third-year program only.



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Pittsburgh, Pennsylvania and Smith award a certificate or diploma upon satisfactory completion of the third year course of study.

**RESOURCES NEEDED FOR DOCTORAL PROGRAMS** Considerable attention has been given by the Advanced Curriculum Committee to the resources necessary for launching and operating advanced programs of high calibre. It is agreed, in principle, that no school should initiate a doctoral program in social work unless certain conditions of adequacy of funds and faculty can be met. The envisioned adequacy would seem to require that faculty engaging in doctoral instruction have the qualification and capacity for teaching at an advanced level and, through reduced teaching loads, have sufficient time and opportunity for continuing research and scholarly production in their fields of interest. It would require, further, that the school have sufficient faculty resources of its own and in the parent university (1) to offer truly advanced content in social work subject matter and (2) to provide, through its own facilities and in collaboration with other departments in the university, rigorous research training and meaningful study and use of knowledge from the social sciences. It would require finally - and this was seen as indispensable to the full achievement of doctoral objectives - that the school sponsor a well-planned and adequately supported research program of its own in which faculty members and advanced students could work together on the extension of social work knowledge through research.

**RESOURCES FOR THIRD-YEAR PROGRAMS** In its initial consideration of the resources needed for the support of advanced programs, the Advanced Curriculum Committee believed that efforts and available funds should be put into building strong doctoral programs rather than on developing third-year programs. On the other hand, experience has demonstrated that a school might have relatively rich resources in faculty and field placements suitable for third year work and not too well equipped to provide the breadth of education and the research training necessary for the doctorate. The Committee has therefore modified its earlier position to grant the validity of third-year programs as educational units defensible in and of themselves. It is agreed, however, that for the establishment of any advanced program, whether third-year or doctoral, a school must have substantial resources in funds and faculty above and beyond what is needed to maintain the master's program and be able to provide truly advanced curriculum content and scholarly instruction.

**CONSULTATION SERVICE RECOMMENDED** Since schools wishing to initiate advanced programs may not always recognize the extent of the resources needed, the Advanced Curriculum Committee has strongly recommended that any school interested in extending its educational offerings beyond the master's level should seek consultation from the Council on Social Work Education and a re-accreditation study of its master's program. This recommendation was based on the belief that no school would wish to offer advanced work without a realistic understanding of the resources required and without the assurance that the integrity of its master's program would in no way be damaged by program expansion into third-year or doctoral work.

**ADVANCED CURRICULUM OBJECTIVES** The focus, in the third-year programs, is on the extension and deepening of knowledge and skill in an area of professional practice. The types of activity for which these programs hope to prepare are, in general, supervision, teaching, administration, and advanced practice. The focus, in the doctoral programs, is on the attainment by the student of a broad professional competence and perspective as well as deepened knowledge and skill in a particular subject matter or area of practice. In keeping with the traditions of doctoral study, emphasis is placed on research competence and scholarly achievement. Teaching, research, and administration are most often mentioned as the types of professional activity for which the programs hope to prepare.

**CONTENT OF THE DOCTORAL CURRICULUM** Doctoral programs are characterized by a high degree of individualization with respect to the courses taken or fields of study covered by doctoral candidates. A measure of agreement exists, nevertheless, as to the general content of the doctoral curriculum. This would include: (1) content which broadens the individual's knowledge of the field of social work, the foundation sciences, and related disciplines; (2) content which deepens knowledge and (possibly) furthers skill in an area of specialization; and (3) content which imparts research competence. Some schools place greater emphasis than others on the acquisition of knowledge from the social sciences and related professional fields but the breadth of education assumed for the doctoral degree would seem to require inter-disciplinary teaching and learning. Work in the area of specialization typically includes the completion of a dissertation in the particular field and may include field work in addition to appropriate course work and tutorials. Field work is recognized as an appropriate method of study at the advanced level, but is not universally required for the doctoral degree. Research competence is achieved through courses in the school of social work or in other departments of the university (or both) and through the preparation of the dissertation which is expected to make a contribution to knowledge.

**CONTENT OF THE THIRD-YEAR CURRICULUM** The third-year curriculum is much more likely than the doctoral program to follow a regular pattern of classroom and field instruction. Courses in advanced practice, usually case work, and advanced courses in psycho-dynamics are almost always offered for this group of students. Field work is always required as a part of the educational experience and is usually provided within a psychiatric setting. Program individualization is made possible through the use of electives from the master's program, the doctoral curriculum, or from other departments of the university.

**ORGANIZATION OF THE ADVANCED CURRICULUM** There is considerable variation in the methods used in organizing the advanced curriculum. A few schools rely heavily on tutorials and guided study, and make use of courses in the master's program and the parent university. A few schools have organized a considerable number of advanced courses and seminars covering a wide range of subject areas. The majority of the schools fall between these two extremes. Some advanced courses and seminars are available but tutorials and master's courses are also used, in varying degrees, to assist the doctoral student in obtaining the necessary coverage of advanced content. Formal courses or seminars on an advanced level are almost always organized for the third-year student group and the past several years have brought an increase in the number of advanced courses and seminars organized for doctoral instruction. The movement in most of the schools towards the organization of doctoral courses reflects a desire not only to guarantee a more advanced level of instruction but also to assist in the identification, formulation, and communication of a body of advanced theory.

**ADMISSION REQUIREMENTS** There is considerable uniformity in the requirements for admission to advanced programs. The master's degree in social work, a period (usually upward from three years) of successful professional experience, and the necessary intellectual capacity for advanced study and scholarly achievement are almost universally required. Academic records in both undergraduate and professional programs are carefully scrutinized. Adequate grounding in the social sciences expressed in terms of undergraduate or graduate credits is stipulated by several schools. All schools would examine the professional background and experience of an applicant for advanced study to ascertain potentials for professional leadership.

**RESIDENCE REQUIREMENTS** There is little variation among the schools with respect to residence requirements for the doctoral degree. A minimum of two years of study beyond the master's degree is postulated in almost every case, with clear recognition that it is the rare student who can complete the dissertation and obtain







the degree within this minimum period. In terms of experience to date, three years (not all of which, however, would be full-time) appears to be a more realistic minimum. Almost all the schools require that at least one of the two years be spent in full-time residence at the university. The third-year program which is always considered as a full-time unit of study may be taken as a year of advanced work, complete in and of itself, or it may be taken as the first year of a doctoral program.

**LANGUAGE REQUIREMENTS** Of the twelve schools offering the doctorate, one requires a knowledge of two languages as a condition for admission to candidacy; four require a reading knowledge of one language; one requires a thorough reading knowledge of one language or a dictionary knowledge of two languages; and the remainder have no language requirements as such, although all of them would impose a language requirement in cases where the candidate's field of interest indicates a necessity for such competence. Several of the schools have substituted competence in statistics for a previously required second language.

**EXAMINATIONS** Procedures for testing the intellectual capacity of a doctoral student, his mastery of subject matter, and his ability to think and express himself clearly are a traditional and necessary part of all doctoral education. The most typical pattern in the schools of social work with doctoral programs is that of two examinations, namely, a qualifying (sometimes called preliminary) examination, which may be written or oral or both, and a final oral examination, which is usually focussed on the dissertation and the knowledge relevant to it. Successful performance on the qualifying examination is a necessary pre-requisite to formal admission to candidacy for the doctoral degree.

**OUTCOMES** The first doctoral programs in social work were initiated by Bryn Mawr and Chicago in the 1920's. As already indicated, there are now twelve schools offering such programs. Although Pennsylvania began its third-year program in 1939, a majority of these programs were put into operation in 1946 when the National Institute of Mental Health first provided support for advanced training in psychiatric social work. The total number of graduates of the doctoral programs has been approximately 117 and there has been approximately 190 graduates of the third-year programs. There has been no systematic follow up on a national basis of the graduates of doctoral programs. From the scattered evidence available, however, it is known that 16 of them have been or remain deans or directors of schools of social work. It is also known that a not inconsiderable number have chosen teaching as a career. This is particularly true of recent graduates since all but a handful are on social work faculties or teaching in preprofessional programs. As would be expected, research has also claimed a number of these degree holders. The Committee on Field Work in the Advanced Curriculum is currently conducting a follow-up study of persons who have completed third-year programs. The returns are as yet incomplete, but it is already apparent that this group is widely distributed among a variety of activities. Supervision, consultation, administration, teaching, and advanced practice are all represented. While many problems remain to be solved before the objectives of the advanced programs are fully realized, it can be said with some confidence that they are already making a contribution to the qualitative development of the profession.

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DECLARATION ON ACADEMIC FREEDOM

The Council has had a brisk demand for additional copies of its Declaration on Academic Freedom. Among the comments received is one from Senator Herbert H. Lehman who wrote:

"During these days, when the basic rights of teachers and students as well as the principles of academic freedom are being threatened by many forces, it is encouraging to me to read such a forthright and sound statement. I believe the Council on Social Work Education deserves congratulations for its thoughtful declaration on this subject."

OPPORTUNITIES IN  
INTERNATIONAL SOCIAL  
WORK

Mrs. Elisabeth Shirley Enochs, Chief, International Technical Missions, Social Security Administration, Department of Health, Education and Welfare, Washington, D. C. has announced that her office is recruiting three Social Welfare Consultants as follows:

1. Position Title: Social Welfare Consultant  
Class and Salary: FSS-4 (Probably \$7,689)  
Unit of FAO in Bolivia to which Consultant will be attached: Division of Health and Sanitation and Institute of Inter-American Affairs.  
Post: La Paz, Bolivia.
2. Position Title: Social Welfare Advisor  
Class and Salary: FSS-4 \$7,689.  
Unit of FOA in Panama to which specialist will be attached: Division of Health, Welfare and Housing.  
Post: Panama
3. Position Title: Social Welfare Consultant  
Class and Salary: FSS-3 \$8,481.  
Unit of FAO in Brazil to which Consultant will be attached: Health, Welfare and Housing.  
Post: Rio de Janeiro

Further details may be had by writing Mrs. Enochs at the Department of Health, Education and Welfare.

SCHOLARSHIPS FOR MEDICAL SOCIAL WORK STUDY AT THE UNIVERSITY OF CALIFORNIA The School of Social Welfare at the University of California, Berkeley has announced the availability of three scholarships of \$2,500 each for second year graduate study in medical social work. The final selection of students will be made by a Committee of the School of Social Welfare which will include the medical social work faculty member of the School of Social Welfare, the medical social work faculty member of the School of Public Health and the Chief, Social Service, California State Department of Public Health.

The School also announces plans for medical social work internships for 1955-56 in the amount of \$3,600 each.

Further details may be had by writing Dean Milton Chernin.

INTERNESHIIPS FOR GROUP WORK The Norton Memorial Infirmary announces that interneshiips for social group workers for the period September 13, 1954 through September, 1955 have been established. Stipends will pay \$1800 per year, tax free, plus full maintenance for six months. Further information may be had from C. G. Gifford, Director, Group Activities, Norton Memorial Infirmary, Louisville 3, Kentucky.

VAN DRIEL AWARD Miss Dorothy Lally, President of the Board of Trustees of the Agnes Van Driel Memorial Foundation has announced the granting of a fellowship for the academic year 1954-55 to Miss Eileen Blackey currently Specialist, Education and Social Research, Social Work Service of the Veterans Administration in Washington, D. C. The award carries a grant of \$3,000 for the academic year. Miss Blackey will study at Western Reserve University.

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